APR 9 1926

Educational Research Bulletin

(Registered in United States Patent Office)

Vol. V MARCH 31, 1926 No. 7

STUDIES IN THE ADMINISTRATION
OF THE
HIGH SCHOOLS OF OHIO
Prepared by DR. J. C. MORRISON

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THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION
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AND all the educational possibilities that I had hitherto felt to be unattainable dreams, matters of speculation, things a little too extravagant for our dull age, I found being pushed far towards realization by this bold, persistent, humorous, and most capable man.

H. G. WELLS, *The Story of a Great Schoolmaster.*

Published fortnightly, except during June, July, and August, with but one issue in December, by the Bureau of Educational Research, Ohio State University.

Entered as Second-Class Matter, February 9, 1922, at the Post-Office at Columbus, Ohio, under the act of August 24, 1912. Accepted for mailing at specified rates of postage provided for in Section 1103, Act of October 3, 1917, authorized February 21, 1922.

Educational Research Bulletin

EXTRA-CURRICULAR ACTIVITIES IN THE CITY AND EXEMPTED-VILLAGE HIGH SCHOOLS OF OHIO

A. E. Black
Kenmore High School

The purpose of this article is to set forth the facts revealed by a study made of extra-curricular activities in the larger high schools of Ohio.[1] In November, 1924, a questionnaire was sent to the principals of all city and exempted-village high schools of the state. This inquiry, designed to collect data relative to extra-curricular activities, included credit for participation; the checking of scholastic standing of team members prior to interschool contests; the percent of pupil participation; the attitude toward dancing and purely social organizations, such as fraternities and sororities; administration of extra-curricular activities; list of activities represented, with the committee in charge of each; qualifications for student members of committees; and selection of faculty members and student members of committees.

It was hoped that the study might make available for the school administrators of the state definite information concerning the following: "For what activities is credit given, and what is the range in units of credit for each?" "How closely is the Ohio law relative to the grades of athletes just prior to inter-scholastic contests adhered to?" "What percent of pupils actually participate in some activity except those regularly prescribed in the curriculum?" "What is the attitude toward dancing as sponsored by the schools, and to what extent are other forms of amusements provided?" "Are such organizations as fraternities and sororities participated in by high-school students, and what attitude is taken toward them by school principals?" "What are the various activities, and how are they administered?" "What special qualifications are required for student membership of committees?" "How are student members and faculty members of committees selected?"

The source of information.—The data were secured from the principals of seventy-nine city high schools and twenty-five exempted-village high schools of Ohio, 62 percent of the principals of the former and 68 percent of the latter responded. Thus it will be observed that approximately three-fourths of the information upon which this discussion is based was secured from city school systems; however, this fact does not invalidate the study herein presented, since due consideration has been given wherever any discrimination between the two types of schools has been adjudged necessary.

School credit for extra-curricular activities.—Slightly less than half the cities and more than half the exempted villages

[1]For details on any phase of this article see the Master's thesis by Albert E. Black, "The Organization and Administration of Extra-Curricular Activities in the City and Exempted-Village High Schools of Ohio" (1925), on file in the library at Ohio State University.

give credit for one or more extra-curricular activities. The large number of activities offered is probably due largely to the continuous attempt on the part of the school administrators to adapt the school's program to the needs of children of different capacities, stages of development, attitudes, and interests.

The activities for which credit is given, together with the range of credit, are:

Activities	Range of Credit Units
Orchestra	½–1
Music	½–2
Glee Club	½–1
Chorus	½–2
Piano	½
Band	½–1
Public Speaking	½

Non-participation of pupils in extra-curricular activities.—The form, used in securing the information under this heading, provided for a range of non-participation percents ranging by tens from zero to ninety, so that the percent of pupils not taking any part in any activity might easily be indicated by a check in the blank space before each number.

In Table I, columns *4* and *5* show the total percent of non-participation in the various cities and villages, for example, 60 percent and 40 percent represent, respectively, the total non-participation of the six cities and four villages reporting that they have 10 percent of pupils taking part in no activity. Therefore the grand totals, 2,900 and 900, divided by the total number of cities and exempted villages, respectively, give the average non-participation for each type of school. It is thus seen that the non-participation is 38.7 percent for cities and 37.5 percent for villages.

The writer believes that more stress should be laid on extra-curricular activities for all pupils, since the goal of citizenship toward which all boys and girls are being urged can well be approximated by the physical, mental, and moral development which comes through the self-expression of extra-curricular training.

School dancing.—On account of the vast and rapidly growing social problems that confront our schools, we endeavored to find out the extent of dancing permitted within the jurisdiction of the high schools throughout Ohio, and the method of selecting chaperons for them. The replies seem to corroborate the common opinion that such activities are carefully chaperoned and provide a form of entertainment that is probably a safer outlet for the surplus energy of youth than that afforded by outside commercial enterprises; moreover, they may contribute to poise, grace, and health. They should be regulated by a joint student and faculty committee.

TABLE I. NON-PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Percent of Non-Participation	Number of Schools Reporting		Total Percent of Non-Participation	
	Cities	Villages	Cities	Villages
(1)	(2)	(3)	(4)	(5)
0	7	.....	.....	.....
10	6	4	60	40
20	8	4	160	80
30	10	6	300	180
40	9	2	360	80
50	19	3	950	150
60	9	1	540	60
70	4	1	280	70
80	2	3	160	240
90	1	.....	90	.....
Grand Total	75	24	2,900	900

At school dances about three-fourths of the schools provide for the entertainment of others who are not particularly interested in the main diversion of the occasion. The democratic ideal, the greatest good for the greatest number,

demands that other diversions be planned to meet the interest of all, not merely those of the majority.

Fraternities, sororities, and social clubs.—The facts revealed by this study show that while these organizations exist in the city high schools, their number is very much limited, and few fraternities and social clubs are found in the village high schools. The data show that 52 percent of the cities attempt to eliminate such organizations by substitution of activities more attractive and useful; 24 percent, by enforcement of the State Law; 14 percent, by school board legislation; and 10 percent, by simply ignoring their existence. In the smaller schools only two methods are employed, substitution in 57 percent of the schools reporting, and in 43 percent by ignoring their existence.

The method of attempting to eliminate the evils of the practice by substituting that which is worth while has either not been tried out to a sufficient degree or has proved inadequate in ridding Ohio high schools of fraternities, sororities, and other social clubs. Sections 12906-9 of *Ohio School Laws* provide definitely against such organizations. Acting upon the belief that parents do not wish their children to violate directly or indirectly the laws of the state, the writer urges school administrators to comply with the law. While every thoughtful schoolman realizes that the elimination of such groups, which by their very nature are detrimental to the best interests of a school system, requires tact and diplomacy, the suggestion is here offered that a brief letter stating the evils of fraternities and similar organizations, and the advantages offered by the schools in encouraging every worthy student activity, be sent to all patrons just before taking steps to eliminate such societies. This letter might close with an appeal to patrons in view of the facts cited above.

Student councils.—The idea that pupils of our secondary schools should learn by doing rather than by watching others perform is rapidly gaining ground. This is manifested by the establishment of Student Councils organized under various titles, by employing extra-curricular directors, especially in cities, and by devising extra-curricular record cards, which are to be filed along with the customary scholastic records. Groups organized for the purpose of substituting "pupil participation" for "teacher activity" should be established as rapidly as the needs of the pupils warrant such procedure. The writer wishes to emphasize the necessity, however, of the teacher delegating only such powers to pupils as will best contribute to their growth and development without endangering the foundations laid and zealously guarded by those in charge of the educational régime. In the smaller systems the councils should consist of a representative elected by each home room and one or more faculty advisers, while in the larger schools the members might well be elected by the school at large from a limited number of candidates selected by representatives from the various home rooms. The first ten or fifteen minutes of the initial period of each of four days per week might be devoted to training of children in self-control, leadership, cooperation, clear and easy expression, and in building useful habits and attitudes. The rest of the period may be given to such interests as club work, music, and athletics, while the entire initial period of the fifth day should be given over to the General Assembly.[1] Other periods rather than the first might be selected for such training if the organization of the system necessitates such an arrangement. The assembly, planned by the Student Council, should consist of the

[1]The chief point in Mr. Black's suggestion is that one full period daily may profitably be devoted to the pupils' interests and activities; the division of the period is immaterial.—J. C. M.

entire group, faculty and students, and should render a program that has been carefully arranged in the interests and welfare of the entire school.

Eligibility card.—Because of its uniqueness, the so-called Eligibility Card to be used in connection with the recently organized Student Council of North High School, Columbus, is here shown.

ELIGIBILITY CARD

NORTH HIGH SCHOOL

1. Name?..... Registration room?...
2. Class rank?.....
3. When do you expect to graduate?.....
4. For what position are you a candidate?.....
5. What are your present grades in your major subjects?.....
6. Are you an officer in any approved organization in North High School?.....
   If so, what office do you hold?.....
7. If you are elected to the position for which you are a candidate, are you willing to devote the time necessary to carrying out the work to be done?.....
8. Are you connected in any way with a secret society or club or any other organization which does not have the approval of the school?..... If so, explain what it is, and how you are connected with it.....
   .....
9. If elected to this position, do you promise not to affiliate with any such organization?
   .....
10. If appointed to any school office of honor or responsibility, or if elected to any such office by the school, or any of its approved organizations, will you pledge your loyalty to the school and do all in your power to promote its best interests and to maintain its best traditions?.....
11. The committee reserves the right to revoke an eligibility card.

Leading extra-curricular activities.—Activities found in 90 percent of both cities and exempted villages are here given in descending order: orchestra, football, basket ball, girls' glee club, class play, dramatics, debating, boys' glee club, Hi-Y, track, band, chorus, student government, tennis, journalism, gymnastics, French Club, Latin Club, Commercial Club, Boy Scouts, Current Events Club, father-and-son banquet, and sewing.

Extra-curricular activities found only in cities.—The following activities were listed only by city high-school principals: golf, swimming, soccer, hiking, boxing, wrestling, Auto Club, literary, library, pageants, research, reading, writing, Bible, civics, science, chemistry, zoology, biology, experiment, history, geology, botany, mathematics, Spanish, English, boys' rifle, girls' rifle, garden, checkers, National Honor Society, boys' outdoor, girls' outdoor, letter men, thrift, art, girls' athletics, boys' club, motion pictures, banjo and ukulele, bird, business, brush and pencil.[1]

Honor point systems.—But three high schools—Painesville, East of Cleveland, and McKinley of Canton—reported point systems definitely worked out.[2]

The leading activities of McKinley High School with credit for each, are given in Table II.

CONCLUSION

Since the limits of this article forbid the elaboration of other topics of interest, the writer wishes to close with a few cursory statements which the study seems to warrant:

1. Training in a school so organized and administered as to permit the pupils a desirable amount of self-direction while in school, is the best training for future citizenship.

2. Extra-curricular activities should, as a rule, be closely connected with the regular curricular work.

3. Extra-curricular activities should be provided for all in accordance with the pupils' individual interest, attitudes, and capacities but should not be transferred to the curriculum, if the change will tend to lessen the pupils' interests and enthusiasm for the activities involved.

[1]The term "club" has been omitted in many cases in this paragraph to avoid repetition.

[2]The point systems in full may be obtained from the principals of the schools mentioned above; space permits only a brief summary of one of these systems.

TABLE II. LEADING ACTIVITIES OF MCKINLEY HIGH SCHOOL

Activities	Points	Activities	Points
Class Offices:			
President	10	Junior advertising manager	6
Vice-president	5	Soph. asst. business manager	5
Secretary	5	Soph. asst. advertising manager	5
Treasurer	5		
		Clubs:	
Permanent Committees:		President	5
Chairman	5	Vice-president	3
Member	3	Secretary	3
Senate or council members	3	Treasurer	3
		Chairman permanent committee	3
Monthly Staff:		Club members	2
Editor-in-chief	10	Cheer leaders	5
Department editors	10		
Typist and secretary	10	Temporary Activities:	
		Football squad	10
Annual Staff:		Basket-ball squad	10
Editor-in-chief	10	Track squad	10
Assistant editor	10	Swimming squad	10
Departmental editors	10	Class plays	10
		Operettas or other musical performances (band, chorus, etc.)	10
Business Staff:		Debate, Oratorical teams	10
Senior business manager	15	Gymnasium exhibitions	5
Senior advertising manager	15	Band leader	5
Business secretary	15		
Junior business manager	6		

4. The physical, mental, and moral training incident to extra-curricular activities is of such paramount importance to the general spirit and morale of our public schools that an extra-curricular director should be employed, in case the principal and his co-workers do not have sufficient time to give to this phase of the work the thought and attention that its worth demands.

SALARIES OF THE RURAL HIGH-SCHOOL SUPERINTENDENTS IN OHIO

H. R. COTTERMAN
Ohio State University

THE subject of low salaries for teachers and superintendents is one of the most revered and cherished of our school problems. Uncounted volumes have been written, and more has been said, about the subject. The discussion of the salary question is not an idle pastime, for salaries determine to a great extent the caliber of men attracted to the superintendency; they determine the preparation and training of superintendents; they determine the kind of men retained in the profession and the place of such men in the local community.

The data for this discussion were taken from the *Principals' Reports to the Superintendent of Public Instruction, 1925*. In the data, as is shown in Table I, there are included 788 rural high-school superintendents. The word "superintendent," as used in this report, is taken to mean the executive head of a first-grade rural high school. Several of the rural high-school superintendents could not be included in these data because of insufficient information on the report blanks, but the 788 will give us a fair idea of the salary situation among the rural high-school executives of Ohio.

TABLE I. THE RANGE OF THE SALARIES OF SUPERINTENDENTS

Salary	Number Receiving Each Salary	Percent of Total	Cumulative Percent
(1)	(2)	(3)	(4)
$4,550–4,649	1	.1	.1
3,950–4,050	1	.1	.2
3,750–3,849	3	.4	.6
3,650–3,749	1	.1	.7
3,550–3,649	1	.1	.8
3,450–3,549	3	.4	1.2
3,350–3,449	3	.4	1.6
3,250–3,349	5	.6	2.2
3,150–3,249	2	.3	2.5
3,050–3,149	0	.0	2.5
2,950–3,049	29	3.7	6.2
2,850–2,949	5	.6	6.8
2,750–2,849	19	2.4	9.2
2,650–2,749	19	2.4	11.6
2,550–2,649	19	2.4	14.0
2,450–2,549	53	6.7	20.7
2,350–2,449	64	8.1	28.8
2,250–2,349	59	7.5	36.3
2,150–2,249	59	7.5	43.8
2,050–2,149	33	4.2	48.0
1,950–2,049	125	15.9	63.9
1,850–1,949	34	4.3	68.2
1,750–1,849	137	17.4	85.6
1,650–1,749	39	4.9	90.5
1,550–1,649	41	5.2	95.7
1,450–1,549	24	3.1	98.8
1,350–1,449	7	.9	97.7
1,250–1,349	1	.1	99.8
1,150–1,249	1	.1	99.9
Total	785	99.9	.....

Range of Salaries, $1,200–$4,600
Median, $2,038
Mean, $2,142

In Table I the range of salaries of the rural high-school superintendents is shown, together with the number receiving each salary. The two most populous salary groups in this table are $1,750–1,849 and $1,950–2,049. Column 3 shows that one-third of the rural executives receive salaries within the limits of these two classes. A survey of the percentage column reveals that 25 percent of the superintendents receive $1,800 or less and that 25 percent receive $2,400 or more.[1] Thus, within a range of $600 are found the middle 50 percent of the salaries. The median salary is $2,038, which is the same as saying that one-half of the superintendents receive less than $2,038, while one-half receive more than this amount.

Perhaps a comparison of the salaries of superintendents with those of regular teachers will be interesting at this point. The median salary of the men teachers is $1,503. This is $535 less than the median for the superintendents. But if we consider the average salaries, arithmetic means, we shall find that women teachers receive $1,335; men teachers receive $1,512; superintendents receive $2,142; and Smith-Hughes men receive $2,156.[2] The Smith-Hughes men average a little higher than the superintendents.

Study of the range of salaries and the number receiving each tells us the trend of salaries or the central tendency of them, but it does not give us the reasons for such tendencies. Table II was designed to show the effect of experience upon the salaries of superintendents, both college graduates and undergraduates. The totals show that 86.6

[1] Data taken from H. R. Cotterman,, "Salaries of the Rural High-School Superintendents in Ohio," a Master's thesis on file in the library at Ohio State University.

[2] These figures were obtained from a more detailed grouping than is given in this table.

percent are graduates and that 13.4 percent of the superintendents are undergraduates. The means show that graduates receive salaries averaging $236 more than salaries of undergraduates. The medians place graduates $250 above undergraduates. These figures indicate the part that training plays in determining salary.

any other single-year group.[1] It must be noted that the highest salaries are not found where experience is longest. In the graduate column the salaries rise with increasing experience until about the twenty-fifth year when a gradual decline begins. Among the undergraduates the peak is reached near the twentieth year of experience. The

TABLE II. THE AVERAGE SALARIES OF THE SUPERINTENDENTS ACCORDING TO YEARS OF EXPERIENCE

EXPERIENCE (Years)	GRADUATES		UNDERGRADUATES		TOTAL AVERAGES	TOTAL NUMBER
	Salaries	Number	Salaries	Number		
(1)	(2)	(3)	(4)	(5)	(6)	(7)
36-40	2,163	11	1,777	4	2,060	15
31-35	2,200	28	1,944	9	2,138	37
26-30	2,213	51	2,100	9	2,197	60
21-25	2,370	53	2,039	22	2,270	75
16-20	2,373	75	2,146	12	2,339	87
11-15	2,274	117	1,995	21	2,231	138
10	2,315	20	1,930	2	2,282	22
9	2,213	38	00	0	2,213	38
8	2,205	38	1,812	7	2,136	45
7	2,184	26	1,580	4	2,184	30
6	2,049	37	1,525	4	1,998	41
5	2,125	49	1,600	3	2,094	52
4	1,962	45	1,650	2	1,949	47
3	1,865	38	1,600	2	1,851	40
2	1,827	37	00	0	1,827	37
1	1,788	17	1,575	4	1,748	21
0	1,500	3	00	0	1,500	3
Totals		683		105		788
Means	$2,183		$1,947		$2,142	
Medians	2,100		1,850		2,030	
Range	$1,200-4,600		$1,400-3,000			

To find the effect of experience upon salaries we have simply to consider each class in the column *Experience* and follow through the corresponding average salary. Thus we find among superintendents with ten years of experience, graduates are paid an average of $2,315, while undergraduates receive $1,950. We also find that there are more superintendents in the five-year experience group than in

fluctuation of averages is greater among undergraduates than among graduates.

In the column, *Total averages*, appears the true effect of experience upon salaries as far as it can be shown by these data. Here, with the exception of three cases, we find that increasing experience is rewarded. Five years of

[1] If the totals for each of the six steps above ten years are divided by five their true value by the year is the result.

experience are worth $350 more on the average than one year; ten years are worth $180 more than five years; ten more years add about $100; after twenty-five years of experience a gradual decrease appears in the salary column.

The median training of the superintendents is 3.9 years as shown by Table III. The median experience is 10.3 years. Table III was designed to fit the Toops Correlation Sheet. It shows eighteen salary groups of $200 each. At the top of the table the amount of training is divided into six classes with an interval of one year each. The totals give the number of superintendents in each class of training and each salary group. We see at a glance that the majority of the superintendents hold Bachelors' degrees. Only 13.5 percent have Masters' degrees. Ten have less than one year of training. The average experience which these ten men have had is 26.2 years.

It can be seen readily from Table III that not all low salaries fall in the columns of low training, and vice versa. A condition of this kind indicates a low correlation between the two variables under observation. The correlation coefficient given under Table III is only 0.208. If it were plus .99 it would be nearly perfect, which would mean that nearly all high salaries were paid to persons having many years of training and that all low salaries were received by persons of scant training, with harmonious variations between. In other words, had the correlation been nearly perfect and positive, the majority of cases would fall close to a line drawn diagonally across Table III from the

TABLE III. DISTRIBUTION OF OHIO'S RURAL HIGH-SCHOOL SUPERINTENDENTS ACCORDING TO SALARY AND TRAINING

Salary	Training above the High School						Total	Percent of Total
	0-.99	1-1.99	2-2.99	3-3.99	B. A.	M. A.		
$4,550-4,749						1	1	.1
4,350-4,549								
4,150-4,349								
3,950-4,149						1	1	.1
3,750-3,949					1	2	3	.4
3,550-3,749					1	1	2	.2
3,350-3,549					4	2	6	.8
3,150-3,349					5	2	7	.9
2,950-3,149			1	1	20	7	29	3.7
2,750-2,949				3	18	3	24	3.0
2,550-2,749	1		1		28	8	38	4.8
2,350-2,549	2	1		3	83	28	117	14.9
2,150-2,349		1	6	5	93	13	118	14.9
1,950-2,149	2	3	3	14	119	17	158	20.1
1,750-1,949	3	3	7	18	129	11	171	21.8
1,550-1,749			4	7	63	6	80	10.2
1,350-1,549	2		5	9	12	3	31	3.9
1,150-1,349					2		2	.2
Totals	10	8	27	60	578	105	783	100.0
Percent of total	1.2	.9	3.4	7.5	73.5	13.5	100.	

Median salary, $2,030
Median training, 3.9 years
Coefficient of correlation, +.208

lower left-hand corner to the upper right-hand corner. The coefficient of correlation, plus 0.208, tells us how little relationship there is between salary and training.

What has been said about Table III may be applied in principle to Table IV which gives the distribution of the rural high-school superintendents according to salary and experience. A study of the percent at the foot of the table will give the reader some information concerning the experience had by the superintendents.

TABLE IV. DISTRIBUTION OF OHIO'S RURAL HIGH-SCHOOL SUPERINTENDENTS ACCORDING TO SALARY AND EXPERIENCE

Salary	Years of Experience								Total	Percent of Total
	1–5	6–10	11–15	16–20	21–25	26–30	31–35	36–40		
$4,550–4,749	.....	.....	.....	1	.....	.....	.....	.....	1	.1
4,350–4,549	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4,150–4,349	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3,950–4,149	.....	.....	1	.....	.....	.....	.....	.....	1	.1
3,750–3,949	.....	.....	1	1	1	.....	.....	.....	3	.4
3,550–3,749	.....	.....	.....	.....	1	.....	1	.....	2	.2
3,350–3,549	.....	2	1	.....	3	.....	.....	.....	6	.8
3,150–3,349	.....	2	1	.....	3	.....	.....	1	7	.9
2,950–3,149	2	5	7	9	2	4	.....	.....	29	3.7
2,750–2,949	2	5	4	7	3	3	.....	.....	24	3.0
2,550–2,749	4	4	9	11	6	3	1	.....	38	4.8
2,350–2,549	8	25	27	21	15	9	10	2	117	14.9
2,150–2,349	22	38	18	11	10	11	5	3	118	14.9
1,950–2,149	42	41	29	11	14	13	5	3	158	20.1
1,750–1,949	63	33	29	13	13	7	10	3	171	21.8
1,550–1,749	42	11	10	2	3	7	3	2	80	10.2
1,350–1,549	14	9	1	.....	1	3	2	1	31	3.9
1,150–1,349	1	1	.....	.....	.....	.....	.....	.....	2	.2
Totals	200	176	138	87	75	60	37	15	788	100.0
Percent of total	25.4	22.4	17.5	11.1	9.5	7.7	4.5	1.9	100.0	.....

Median experience, 10.3 years
Median salary, $2,030
Coefficient of correlation, +.204

SOCIAL GUIDANCE

The book recently published by the Cleveland Teachers Association is one of the most interesting contributions to the field of high-school literature made during the past year. It brings together in brief compass an account of all the work being done in the Cleveland junior and senior high schools to foster and improve the "methods of moral instruction and of social control and organization." It is rich in concrete experience illustrative of fundamental principles. The reading of it adds much to one's interest in the Cleveland public schools; one lays the book aside feeling that this group of teachers and principals in America's "Fifth City" is really guiding the youth to live wisely and helpfully in a democracy. Every high-school principal will do well to read and to pass on to his teachers, *Social Guidance in the Cleveland High Schools*.[1]

[1] Cleveland, Ohio, Cleveland Teachers Federation, (n. d.) 189 pp.

Ohio State University
Educational Research Bulletin

Published fortnightly, except during June, July, and August, with but one issue in December, for the schools of Ohio by the Bureau of Educational Research, College of Education, The Ohio State University, Columbus.

B. R. BUCKINGHAM . . . . *Editor*
JOSEPHINE MACLATCHY . *Assistant Editor*

Address all communications to the
BUREAU OF EDUCATIONAL RESEARCH
Ohio State University, Columbus, Ohio

COOPERATIVE RESEARCH

ONCE a year I pay dues to the Ohio Secondary School Principals Association. The secretary sends a part of my dues on to the National Association of Secondary School Principals which automatically gives me membership in the larger organization. I like that arrangement; for it gives me the benefits of two memberships through performing my obligations to the one. It epitomizes American cooperation.

Last autumn the State Department of Education opened its file of annual reports from high-school principals to the Department of School Administration, Ohio State University. Those reports have furnished complete data for three Master's theses:

O. C. Hatton, "The Rural and Village High Schools of Ohio"

H. R. Cotterman, "A Study of the Relation between the Training, Experience, and Salaries of Rural High-School Teachers of Ohio"

H. L. McMillan, "The Teaching Load of the Chief Executive in the High Schools of Ohio County-School Systems"

In addition, they are furnishing valuable data for three other studies which will be of interest to certain groups of workers in education. Copies of these several reports will, in due time, be given to the State Department. Parts of them, at least, will be published through the EDUCATIONAL RESEARCH BULLETIN during the present calendar year and so will find their way to the high-school principals and superintendents of the state.

This venture represents cooperation. It gives graduate students at the University, men who have been, and will again be, on the firing line of school administration, an opportunity to use the most recent data from the high schools of Ohio without resorting to the ill-reputed questionnaire method. It will make available for the field staff of the State Department of Education a series of reports the preparation of which would have cost hundreds of dollars in clerical help alone. And, if the publication is made as we expect, school principals will receive something in return for the effort they expended in supplying the data contained in their reports.

The latter idea leads to the real issue involved. State Departments of Education are annually obliged to collect certain data for their annual reports. Administrative officers of public schools, rapidly gaining professional group consciousness, have many problems concerning which they wish to glean further knowledge. Within the present decade the state has set up an agency in the form of a College of Education with its component parts doing graduate work, and with potential energy for ever-increasing productive research and scholarly investigation. Would it not be feasible for the three groups concerned—the State Department, local administrative officers, and the faculty of the State College of Education—through their chosen representatives, to meet each year and plan certain studies, information for which would be secured through a supplement to the annual report form filled out by high-school principals and superintendents? Such procedure would insure that the administrative research done by the College of Education would bear directly on the problems of most interest to the

men in the field. The cooperative endeavor of all concerned would eliminate much of the waste of energy involved in our present methods of investigating state-wide problems and would materially increase the effectiveness of the energy now expended.

J. C. M.

THE JUNIOR HIGH-SCHOOL PRINCIPAL

IN the list of recognized city high schools given in the *Educational Directory of Ohio* for 1925, forty-seven men and seven women have the title of junior high-school principal. The evidence available indicates that approximately 40 percent reached their position through high-school teaching and that 50 percent were promoted directly or indirectly from an elementary-school experience as teacher, supervisor, or assistant principal. The remainder have had experience as rural or village superintendents.

Does the junior high-school principal owe his first allegiance to the secondary or to the elementary field? For a long time workers in the secondary field assumed that the junior high principal belonged to their own order. But, recently, the Department of Elementary School Principals has boldly challenged this time-honored assumption by voting that junior high-school principals might retain membership in their department; and a committee of the North Central Association has proposed a change in high-school certification rules that would purposely exempt the junior high school from all responsibility for preparation for college entrance.

As late as 1924 the majority of the schools in Ohio cities used the eight-four plan of organization. But since that date Cincinnati has taken definite steps toward reorganizing on the six-three-three basis; and other cities and villages have undertaken a similar change. It is a fair guess that ten years hence a four-year traditional high school in Ohio cities will be a thing of curiosity.

The question involved is: will these schools be directed by principals who can mould them in spirit and in truth to the needs of early adolescent youth, or will they be mere regroupings of grades—old sins masquerading under new titles.

J. C. M.

ACCORDING to the latest *Educational Directory of Ohio*, 1,037 high schools in county school districts are recognized. The majority of them exists in conjunction with elementary grades and is presided over by a chief executive who assumes most of the duties and prerogatives of both superintendent and principal. But many employ a second person who bears the title, locally, of high-school principal. The privileges he has over and above the title are almost impossible to ascertain from the annual reports made to the State Department of Education. With few exceptions this person teaches as many periods and as large classes as does any other teacher in the school. Although no one knows for a certainty, it may be surmised that he exercises certain administrative functions delegated to him by the superintendent. In most cases he is the highest salaried teacher in the school. So far as the state is concerned, he is a teacher, undifferentiated from the mass; locally, he is the high-school principal. Professionally, he is the embryo from which grows the mature, professional leader for the larger schools.

J. C. M.

THE HIGH-SCHOOL PRINCIPAL

As a lineal descendant of the principal of the academy and of the headmaster of the Latin school, the high-school principal has come from scholarly ancestry. He has a social heritage; for a long time he looked backward to an intellectual aristocracy. He was not as other

principals and he was glad. In fact, only in recent years has he begun to take pride in the fact that he is a principal of the "common" schools.

His Greek has given way to Spanish that will make his pupils at home in the commercial centers at the South; and his four kinds of philosophy have lost themselves in the realms of vocational guidance and the theories of scientific measurement. He is adapting himself to a new age. Still, he is essentially a scholar. He is a graduate of the liberal-arts course of a good college. He is studying in our graduate schools. Since his chief objective has ceased to be the preparation of boys for the ministry and for the learned professions, he is confronted with the necessity of trying to grasp an understanding of all the walks of life into which his students will go. A herculean task it is. Small wonder that he knows "little Latin and less Greek," and that he finds brief time for speculative philosophy. That he is grasping the scientific method and applying it to his daily work of promoting the welfare of boys and girls is one of the encouraging trends of our generation.

Nor need we fear lest all that was good in the old régime is gone forever. We know today more clearly than ever that some children are born with capacity to do infinitely more than the average can ever attain. For these children, intellectually more capable than their fellows, all signs point to the conclusion that days of soft pedagogy and average achievement are rapidly passing. It rests with the high-school principals more than with any other one group to restore learning to the high estate it once held when only those gifted with a high degree of academic intelligence sought high-school training. Even the study of Greek may well return to the high-school curriculum for those specially gifted with capacity to use it wisely in extending their own life horizons and in service to their fellows.

And who is this high-school principal of whom so much may be reasonably expected? He may be found along the various stations of the educational world. There, he is a youth, scarcely out of his teens, teaching six or eight periods a day, controlling the pupils, directing their athletic and social activities, trying to save on a meager salary of $1,200 a year enough money to help him to secure further graduate study in preparation for the larger field to which he aspires. At the other end of the line, he is a mature man, directing the activities of nearly ten thousand pupils and the work of more than 225 teachers; their labors are carried on within a plant that costs millions, and every field of learning to which youth aspires comes under his supervision. Well may the $1,200 yearly salary swell to $12,000; and still may America question whether she has liberally rewarded the lineal descendant of the headmaster of the Boston Latin School.

J. C. M.

Early in the year 1924, the Department of School Administration proposed to undertake a series of studies of the school principalship. During the following winter, data were collected for the first or preliminary study of the social, economic, and professional status of the school principal in Ohio. The report prepared gives comparative data for four groups of principals—elementary, junior high, high school, and non-classified. The printing of this study as a university monograph was authorized by the Graduate Council. It is due off the press, May 15, 1926. Copies will be mailed to all principals who contributed data for the report. A limited number of additional copies will be available for distribution to principals and others specially interested in the school principalship. The title of the monograph is *The School Principalship in Ohio Cities and Exempted Villages.*

THE TEACHING LOAD OF THE PRINCIPAL OF THE RURAL AND VILLAGE HIGH SCHOOLS OF OHIO

H. L. McMILLAN
Ohio State University

THE question here to be considered, "Of what does the teaching load of the principals of Ohio's rural high schools[1] consist?" is one in which administrators are interested. For this study,[2] the reports from 238 schools of Ohio were

TABLE I. NUMBER OF SCHOOLS STUDIED FROM VARIOUS COUNTIES

Counties	Number of Schools	Counties	Number of Schools
(1)	(2)	(3)	(4)
1. Adams	8	12. Coshocton	13
2. Allen	9	13. Crawford	10
3. Ashtabula	18	14. Cuyahoga	17
4. Belmont	10	15. Defiance	9
5. Brown	11	16. Delaware	12
6. Butler	13	17. Erie	7
7. Carroll	9	18. Fayette	4
8. Champaign	14	19. Gallia	11
9. Clermont	11	20. Hardin	8
10. Clinton	13	21. Harrison	12
11. Columbiana	9	22. Knox	10
Total number of schools			238

examined. These reports had been filled in by the administrative heads of the schools, in the autumn of 1925, on the regulation blanks supplied by the State Department of Education and constituted one of the school's yearly official reports to the State Department.

[1]By rural principals is meant the chief administrative official of the rural or village school district; locally, he usually bears the title of superintendent.

[2]Mr. McMillan is refining this study and will extend it to include all of the principals or chief executives of rural and village high schools in Ohio. In the final report the three questions chiefly considered will be: How much teaching does the principal do? What relation is there between his academic preparation and his present teaching duties? How is his teaching load affected by such factors as size of school, organization, and grade of school, and length of school day?—J. C. M.

No selection of counties was made; the twenty-two counties listed in Table I were the only ones for which all principals' reports were available at the time the data for this study were assembled. The counties were distributed well enough to make a representative sampling of the conditions as they exist throughout the state. In reading this article it should be kept in mind that none of these schools under consideration is a member of the North Central Association. The schools were codified by counties on the original data sheets, hence the code numbers rather than the names of either the counties or the schools are used throughout the study.

The following factors were considered as relevant to the discussion of the teaching load of the principal or chief executive of the rural or village high school:

1. Grade of school
2. Type of school
3. Number of teachers
4. Enrollment of school
5. Subjects in major and minor preparation compared with subjects taught at present time
6. School day by periods
7. Number of classes taught
8. Average enrollment of classes taught
9. Number of study and supervisory periods

Table II shows the prevalence of first-grade schools in which the administrative heads are employed. From the figures given it appears that about 74 percent of the schools are of the first grade.

The type of one school was not reported, hence the total in Table III is 237. The 8–4 plan is the most popular scheme of organization; 65 percent of the

schools were so organized. In reality this percent is larger, since nearly all of the three-, two-, and one-year high schools are superimposed upon the eight-grade organization.

The number of teachers employed in these schools is summarized in Table IV. The administrative head is included in the number assigned. The total number of cases reported in this table is not 238, for three reports did not give this item of information. The median number of teachers under the supervision of the principal in these rural high schools is 3 or 4.

Since one school's enrollment was omitted from its report, the number of schools for which data are summarized in Table V is 237. The median enrollment was 63.2. The table does not show the classification of the schools having these various enrollments; this fact should be considered when studying the table.

The subjects taught by the administrative heads of these schools were next tabulated. Table VI shows the number of rural high-school principals who studied each subject either as a major or minor during their preparatory courses and the number of those who were teaching the subject in 1925. The

TABLE II. NUMBER OF SCHOOLS OF THE VARIOUS TYPES FOUND IN OHIO

Grade	Frequency	Percent
(1)	(2)	(3)
First grade	177	74.4
Second grade	45	18.9
Third grade	11	4.6
Junior high	2	.8
No report	3	1.3
Total	238	100.0

TABLE III. TYPES OF SCHOOL ORGANIZATION

Type	Frequency	Percent
(1)	(2)	(3)
8–4	156	65.8
6–6	23	9.7
6–3–3	2	0.8
3 year	41	17.3
2 year	12	5.0
1 year	1	0.4
Junior	2	0.8
Total	237	

TABLE IV. NUMBER OF TEACHERS EMPLOYED IN THESE RURAL HIGH SCHOOLS

Number of Teachers	Frequency	Number of Teachers	Frequency
16	1	8	11
15	0	7	14
14	0	6	19
13	1	5	28
12	1	4	44
11	2	3	63
10	1	2	37
9	3	1	10
Total			235

TABLE V. ENROLLMENT IN THESE RURAL HIGH SCHOOLS

Enrollment	Frequency	Enrollment	Frequency
281–290	4	131–140	3
271–280	5	121–130	4
261–270	0	111–120	9
251–260	0	101–110	4
241–250	0	91–100	11
231–240	1	81– 90	16
221–230	0	71– 80	12
211–220	1	61– 70	16
201–210	0	51– 60	29
191–200	2	41– 50	19
181–190	1	31– 40	24
171–180	2	21– 30	26
161–170	2	11– 20	23
151–160	2	0– 10	17
141–150	6		
Total			237

TABLE VI. THE STUDIES FORMERLY STUDIED AND THOSE NOW TAUGHT BY THE PRINCIPALS

Subjects	Studied	Taught
Algebra	3	68
Arithmetic	0	31
Agriculture	13	49
Administration (school)	11	0
Animal husbandry	2	0
Bible	1	2
Biology	17	28
Bookkeeping	1	21
Business English	0	4
Commercial arithmetic	0	18
Commercial education	2	0
Commercial geography	1	1
Commercial law	0	8
Community civics	0	14
Civics (vocational)	0	12
Debating	1	0
Drawing (mechanical)	1	0
Dairying	1	0
English	97	52
Education (principles)	54	0
Economics	10	20
French	13	3
General business	0	1
General science	0	51
Geography	0	24
Geology	5	0
Geometry	0	47
German	9	0
Greek	4	0
Government	3	2
History (unclassified)	109	23
History, American	1	52
History, ancient and mediaeval	0	4
History, ancient	0	9
History, economic	0	1
History, English	0	1
History, commercial	1	0
History, modern	1	16
History, world	0	22
Hygiene	1	6
Language	24	0
Latin	14	43
Literature	4	1
Law	2	0
Manual training	5	24
Mathematics	84	7
Music	1	1
Natural science	2	0
Non-biological science	1	0
Physical education	1	13
Physiology	0	2
Philosophy	3	0
Physical science	6	0
Physics	14	33
Problems of democracy	2	23
Psychology	8	0
Public speaking	2	10
Political science	5	0
Rural education	1	0
Reading	0	1
Social civics	0	1
Sociology	13	9
Social science	27	0
Science	64	1
Spanish	6	2
Spelling	0	5
Typewriting	0	4
Shorthand	0	1

subjects listed under those *Studied* in preparation for teaching are only majors and minors and are obviously in broader categories than the subjects listed as those *Taught* in each specific instance. It is seen that there is no decided agreement between the subjects taught and those studied. Hence, it does not follow that the principal will teach the subjects in which he secured previous training or preparation.[1]

The number of classes taught daily by these principals is indicated in the following summary:

Number of Classes Taught	Frequency
8	2
7	11
6	37
5	59
4	47
3	37
2	20
1	14
0	8
Total	235

Three principals did not give any information on this matter. It will be noticed that five is the most common number of classes to be taught; the median is 4.8. The class enrollment was:

Enrollment	Frequency
45	1
40	0
35	3
30	9
25	28
20	57
15	64
10	52
5	6
0	8
Total	228

Ten schools gave no data concerning the number of pupils taught by the principal, hence the total here is 228.

[1]The final report of this investigation will analyze all data to show what percent of principals are now teaching subjects in which they majored or minored.

From this summary it is seen that not many of the principals are teaching classes having large enrollments, for the median enrollment for these classes is 18.75. The principal's responsibility for study periods and the number of periods each day spent in supervision is shown in Table VII. It is seen that

TABLE VII. NUMBER OF DAILY STUDY AND SUPERVISORY PERIODS FOR WHICH THE PRINCIPAL IS RESPONSIBLE

Study Periods	Frequency	Supervisory Periods	Frequency
4	2	3	7
3	8	2	9
2	26	1	12
1	46	0	52
0	29	No report	158
No report	127		
Total	238	Total	238

not much time is definitely set aside for supervision by the executive heads of rural and village school systems.

SUMMARY

Sufficient data to warrant one in drawing definite conclusions and making specific recommendations in regard to the conditions which exist in these schools are not included in this study, but certain tentative conclusions may be suggested. The schools considered are a representative sampling of the rural and village schools of the state. About three-fourths of the schools are classified as first grade. Four or five teachers including the principal or chief executive is the median number of teachers on the staffs of these schools. The most common form of organization within these schools is the 8–4 type with an enrollment of less than one hundred students.

There is little evidence that the principal of a village or rural high school will have opportunity to teach any subject which he took as his major or minor while in college. In general, the amount of teaching done by the principal is inversely proportional to the size of the school. Although there are seven or eight forty-five-minute periods a day, the principal may teach five periods with an average of nineteen pupils to the class. The principals of the schools under consideration apparently give little time to supervision.

TRENDS IN THE HIGH-SCHOOL CURRICULUM

A. D. ARKINS
Ohio State University

ONE commonly assumes that the high-school curriculum of Ohio includes a much greater number of studies now than it did in early years of the state's history. The assumption is not true when we consider the question from the standpoint of the whole state. According to the *Ohio School Reports*[1] thirty-one subjects were taught in the high schools of the state in 1855; twenty-nine subjects, in 1890; and thirty-three subjects, in 1922.

Although the number of subjects offered in the high schools of Ohio during the years mentioned varies slightly, there is a greater diversity when we consider them at five-year intervals, reaching the lowest point in 1860 with twenty-one subjects and the highest in 1922.

[1]Data from *Ohio School Reports*, 1853–1923.

Table I. Subjects Offered in the Curriculum of Ohio High Schools and the Periods during Which They Have Been Offered
1853–1922

	'53	'60	'65	'70	'75	'80	'85	'90	'95	'00	'05	'10	'16	'19	'22
Latin	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Spanish															X
U. S. History	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
General history					X	X	X	X	X	X	X	X	X	X	X
English history													X	X	
European history															X
Ancient history															X
Science of government							X	X	X	X	X	X			
Civics													X	X	X
Community civics															X
Occupational civics															X
Philosophy	X														
Natural philosophy	X	X	X	X	X	X	X								
Mental philosophy	X	X	X	X	X	X	X	X	X	X					
Moral philosophy	X	X	X	X	X	X	X	X	X	X					
Vocal music	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Physical geography		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Political economy							X	X	X	X	X	X			
Economics												X	X	X	X
Home economics												X	X	X	X
Agriculture												X	X	X	X
Manual training												X	X	X	X
Phonography											X	X			
Psychology											X	X			
Commercial subjects	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Drawing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mechanical drawing															X
Physical education															X
Public speaking	X	X	X												X
Astronomy	X	X	X	X	X	X	X	X	X	X	X	X			
Logic	X		X	X	X	X	X	X	X	X	X	X			
Surveying	X	X	X	X	X	X	X	X	X	X	X	X			
Moral science	X														
Natural history	X		X	X	X	X	X	X	X	X	X	X			
Navigation	X														
Mineralogy	X														
Geography of the heavens	X														
Algebra	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arithmetic	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Geometry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Trigonometry		X	X	X	X	X	X	X	X	X	X	X			X
Biology															X
Botany	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Chemistry	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Geology	X	X	X	X	X	X	X	X	X	X	X	X			
Physics								X	X	X	X	X	X	X	X
Physiology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Science															X
Zoology	X	X													
English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Literature	X						X	X	X	X	X	X	X	X	X
French	X	X	X	X	X	X	X	X	X	X	X	X			X
German	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Greek	X	X	X	X	X	X	X	X	X	X	X				

The greatest difference perhaps lies in the nature of the curriculum offered in 1855: navigation, mineralogy, geography of the heavens, moral science, and four kinds of philosophy were taught. The first four subjects along with philosophy

did not survive the next five years; zoology was also dropped before 1865. By 1916 nine more of the subjects formerly considered essentials had been dropped from the course of study. They were astronomy, logic, surveying, natural history, geology, Greek, mental and moral philosophy, and political economy, while phonography and psychology were tried and dropped in one decade. The subjects added in recent years are interesting in that they show a tendency to liberalize and broaden education in ways more essential to the youth of the present day. They are biology, science (supposedly general science), Spanish, English history, European history, ancient history, community civics, occupational civics, economics, home economics, agriculture, manual training, mechanical drawing, and physical education.

It is interesting to note also that twelve subjects have held their own throughout the sixty-seven years. They are: algebra, geometry, arithmetic, botany, chemistry, physiology, English, German, Latin, United States history, vocal music, and drawing. Commercial subjects in some form have been out of the picture during only one interval studied. French was omitted from two and trigonometry from three reports studied, although their absence is more likely due to errors of reporting than to actual exclusion from the curriculum. Geology and Greek appeared in the lists of subjects studied for the last time in the 1910 report; one wonders if they may not again return. Between 1910 and 1915 the science of government gave way to civics, and political economy surrendered its position to economics.

The attempt to adjust the curricular offering to the social demands of the time is shown by the changes in the titles of subjects offered. Whither these will lead is a subject of interest to men and women responsible for directing the destinies of Ohio high schools.

THE FUNCTIONS OF THE ASSISTANT HIGH-SCHOOL PRINCIPAL AND OTHER ASSISTANT EXECUTIVES

CHARLES R. VAN EMAN
Roosevelt Junior High School, Columbus, Ohio

ONE secret of the success of leading high-school principals is their capacity to delegate executive functions to their assistants. This study was undertaken to determine to what extent the larger high schools of Ohio are employing assistant principals, heads of departments, and faculty advisers, and what administrative duties are being performed by the members of each of these three groups. In addition, inquiry was also made concerning faculty committees for it is true that committee organization performs a great many administrative functions of immeasurable value to the school.

Evidence was sought from eighty of the larger high schools of Ohio. Fifty-two returns were received, twenty-six from junior high-school and twenty-six from senior high-school principals. Nineteen of the senior high schools reporting had assistant principals. Five of these reported three assistants; the largest had 3,000 pupils and 128 teachers; the smallest had 1,705 pupils and 62 teachers. Six reported two assistants; the largest of these schools had 2,637 pupils and 129

teachers; and the smallest, 1,167 pupils and 42 teachers. Eight reported one assistant principal; these schools ranged from 2,075 pupils and 97 teachers to 512 pupils and 28 teachers.

Of the junior high-school principals reporting thirteen had one assistant principal. Their schools had from 2,150 pupils and 70 teachers to 650 pupils and 26 teachers. One principal reported two assistant principals, and another reported three assistants. This latter school had 2,900 pupils and 110 teachers.

Table I gives a fair idea as to the type of duties performed by the assistant principal. It was further found in this study that in the majority of cases the duties of the assistant principals are defined entirely by the principal of the school. In only seven junior high schools and six senior high schools were the duties of the assistant principal defined to any considerable measure by the board of education.

Table I. An Analysis of the Duties Performed by the Assistant Principal in Both Junior and Senior High Schools

Functions	Number			Percent
	Senior High	Junior High	Total	
(1)	(2)	(3)	(4)	(5)
Checking pupils' schedules	12	14	26	63
Supervision of girls' clubs	11	13	24	60
General supervision of scholarship records	10	12	22	55
General supervision of attendance	14	5	19	48
Supervision of extra-curricular activities	12	7	19	48
General supervision of teachers' reports	13	5	18	46
Supervision of boys' clubs	8	8	16	40
General supervision of office	7	8	15	38
Teaching	10	4	14	35
Examination of textbooks	5	6	11	28
Supervision of standardized testing	4	6	10	25
General supervision of faculty advisers	5	4	9	23
Making of curricula	7	1	8	20
Holding conferences with heads of departments	3	4	7	18

Heads of Departments

Six of the senior high schools reporting do not have heads of departments. Among the 20 schools reporting heads of departments, English, the most common, appeared 19 times; mathematics came next with 17; history, 14; woodwork, 6; art, 8; and drawing, 6. The heads of the senior high-school departments usually draw from $100 to $200 extra annually; 57 percent draw extra salary in the senior high school, but in the junior high school they receive no extra pay. Thirty-eight percent of the heads in the junior high school help to arrange the course of study, while in the senior high school 59 percent help. Similar percents prevail for the recommendation of textbooks, studying the effectiveness of the teachers, leading departmental meetings, and supervision. Twenty-five percent of the junior high-school assistants spend at least one period each day in supervision, while in the senior high school 45

percent spend from one to six periods in supervision. The number of periods of teaching varies with the number of periods given to supervision except in the senior high school where one or two periods daily are used for administrative duties.

FACULTY ADVISERS

Eighty percent of senior high schools and 67 percent of the junior high schools reported faculty advisers. Seventy-five percent of these advisers are home-room teachers. Their duties are to record the grades and attendance, give vocational and educational guidance, chaperon parties, supervise elections, make out pupils' report cards, and transcribe the pupils' records. Forty percent of the advisers in the senior high school and 23 percent in the junior high school excuse tardiness.

COMMITTEES

In well-organized schools a great deal of executive work is performed by committees. The types of work which may be successfully delegated to faculty committees are suggested in Table II.

These committees in a great many schools are committees of one; usually a teacher who is specially fitted for that work. The assembly programs are often arranged by the oratory teacher; the school publications are directed by the teacher of journalism; the physical director is chairman of the athletic committee; the library committee is a representative from the central library as in Cleveland. The faculty committee is led by the one who has had special training and seems fitted for that work.

CONCLUSIONS

After talking with some of the principals of the Columbus schools and reading the notations made on various returns, it appears that in the majority of high schools the assistant principals are women who perform the following duties: (1) exercise general supervision of the girls and help them to solve their problems, (2) exercise general supervision of the discipline of the girls and in a few cases take care of the boys, (3) have direct control of all records and partial control of the attendance, (4) confer with failing pupils and their parents, (5) have complete charge of the social functions of the school, (6) work out plans with the principal's help for improving the morale of school and the type of work done by pupils and teachers, and (7) act as a general "shock absorber."

TABLE II. THE KINDS OF COMMITTEES AND THE PERCENT OF SCHOOLS UTILIZING EACH COMMITTEE

KIND OF COMMITTEE	PERCENT	
	Senior	Junior
(1)	(2)	(3)
Curricula	25	25
Faculty	33	33
Assembly programs	80	66
Athletics	80	66
School publications	80	66
Social activities	80	66
Library	35	33
Policy		4

The heads of the departments help new teachers to find their places and explain the course of study to them. They decide the amount of work to be covered by various sections of each grade, make lists of needed supplies, and work out objective tests for the department. Department heads also advise the principal or his assistant as to the best course for the pupils and talk with pupils about their difficulties. They hold departmental meetings and discuss plans for the presentation of certain subjects.

Schools should be miniature copies of the world we should love to have.—H. G. WELLS.

THE ADEQUACY OF RURAL HIGH-SCHOOL BUILDINGS AND EQUIPMENT IN OHIO

HERMAN E. MICHAEL
Ohio State University

THE data for this study[1] were taken from the annual reports of the high-school principals, which are on file in the State Department of Education. The reports of three hundred schools, representing twenty-seven counties were examined. The desired information was gained through answers to questions pertinent to the condition of the building and the equipment therein.

TABLE I. ADEQUACY OF EQUIPMENT

	PERCENT		
	Yes	No	No Replies
(1)	(2)	(3)	(4)
Is there sufficient apparatus?	72	21	7
Is the apparatus properly shelved?	86	6	8
Is there sufficient laboratory space?	73	19	8

In Table I we are shown not only the need for equipment but also the need for sufficient space properly to utilize the apparatus. The numbers in column 2 represent the affirmative answers and those in column 3, the negative replies. The heading *No Reply* is self-explanatory.

Table II gives the questions and replies relative to the condition of the building. The effect of the tragic Collinwood fire has been the passage of strict laws safeguarding the health and safety of children from any such hazard in the future. It is but natural to find Ohio school buildings rating high in these respects. But due to the increased enrollment in the high schools during recent years, 26 percent of the buildings are overcrowded. Another shortcoming of rural high-school buildings in Ohio is revealed by the fact that there is no auditorium in 40 percent of the buildings and no gymnasium in 54 percent. These facilities are absolute necessities for the proper and efficient administration of a modern school system.

TABLE II. ADEQUACY OF THE BUILDINGS

	PERCENT		
	Yes	No	No Replies
(1)	(2)	(3)	(4)
Are the rooms seated according to law?	93	4	3
Is the building properly heated, ventilated, and lighted?	87	10	3
Is the building safe and sanitary?	91	7	2
Is there an auditorium?	58	40	2
Is there a gymnasium?	41	54	5
Is there adequate seating space?	71	26	3

TABLE III. REASONS LISTED FOR INADEQUATE BUILDINGS

Reasons	Percent Inadequate
(1)	(2)
Insufficient laboratory space	20
Unsanitary conditions	7
Improperly heated, ventilated, or lighted	10
Improperly seated	3
Overcrowded	26
Lack auditorium	40
Lack gymnasium	54

[1]From a study being made by Herman E. Michael of the subject, "The Interest of the State Department of Education in School Sites, Buildings, and Equipment."

Table III summarized the inadequacy of buildings by listing the reasons for such. Although Ohio has spent a great deal for buildings and equipment in recent years, the data indicate that the principals of rural and village high schools believe that their school plants are far from the best standards at present. Evidently, it will be necessary to emphasize the importance of these factors in education for some time.

A PRINCIPAL'S CODE

WHAT may be termed "A Principal's Code" has been formulated by G. W. Lehman. While working on his Master's thesis, Mr. Lehman recorded the various items in a pocket notebook as they suggested themselves to him; hence, some are the result of careful observation and experience, others caught his attention more casually. The code illustrates certain types of activities of the school principal that have not been noted elsewhere in this connection.

1. Never criticize a predecessor.
2. Criticize *no one* destructively in the presence of others. And do not "tear down" unless you can suggest improvement.
3. Do not act independently of others. Whether or not you use their suggestions, consult your associates about matters of more than personal importance.
4. Always give sincere consideration to the feelings and experience of others.
5. Greatest success comes from the proper delegation of duties to others.
6. Cultivate a pleasing manner in giving suggestions and instructions.
7. Be sure you are right before making decisions.
8. Be sure that you do things thoroughly at the right time.
9. Let "service to others" be the watchword.
10. Never allow personal desire to overshadow justice toward pupils and teachers.
11. Before publishing items of school business, such as costs, consider public reaction through a possible misunderstanding of conditions.
12. Avoid "chumminess" with students or teachers beyond carefully thought-out limits because of the consequences.
13. Authority must not be asserted except in unusual circumstances. Avoid it by leading teachers and associates to your way of thinking, if it is better than theirs. Suggest your points in such a manner as this, "Do you think this or that would be an improvement or an advantage?"
14. Never allow people to think you are conscious of doing favors for them.
15. Do not request students to avoid things you are guilty of doing.
16. Do not request unnecessary work of teachers or pupils, because it is not their duty to satisfy your whims. Every investigation must have a worthy purpose.
17. You cannot discipline a pupil by using threats or force. He will ignore the punishment and do his utmost to "get even."[1]

HIGH-SCHOOL STUDIES IN PROGRESS

THE studies named below have been carried far enough to give promise of developing into Master's theses within the year. They should prove of interest to high-school principals throughout the state.

Billet, R. O., Principal, High School, Painesville, Ohio—"An Experiment to Determine the Value of Homogeneous Grouping in Ninth-Grade English and Algebra."

Bohn, J. E., Principal, High School, Wauseon, Ohio—"The Status of the High-School Coach in the State of Ohio."

Duckworth, B. R., Principal, Edward Lee McClain High School, Greenfield, Ohio—"Business Management of Extra-Curricular Activities in the High Schools of Ohio."

Farmer, John D., Principal, High School, Mullins, West Virginia—"The Responsibility of the West Virginia High-School Principals for the Employment of Their Teachers."

Marsh, Charles L., Principal, U. S. Grant Junior High School, Youngstown, Ohio—"The High-School Library in Ohio."

Perkins, Luther, Principal, High School, Bridgeport, Ohio—"A Social Study of the Students of the Bridgeport High School, 1872–1926."

Kinley, F. L., Principal, High School, Findlay, Ohio—"An Experiment to Determine the Value of Homogeneous Grouping in Plane Geometry."

[1]Lehman, G. W. "A Survey of a Six-Year High School," 1925, pp. 119–20, an unpublished Master's thesis, on file at Ohio State University.